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ABSTRACT

A review examined briefly the past, present, and the probable future of independent study in the United States. The review considered the historical position of correspondence study, the factors that support the concept of independent study, and the trends now favoring distance education as a broader and more viable construct. It focused on the organization and place of the Division of Independent Study as a professional membership unit of the National University Continuing Education Association (NUCEA). The review reached two conclusions: (1) there are both benefits and disadvantages for the independent study professional in NUCEA with the benefits greatly outweighing the hazards; and (2) the increasing use of technology in education will force changes in both traditional education and independent study. The effect will be to blur distinctions, and independent study will benefit from the positive reception generally given to distance education. The study recommended that NUCEA should replace "Independent Study" with "Distance Education" in that division's titles and efforts; that the division should inform its members on opportunities for using commercial supplements or leased courses involving nonprint media; and that the Division of Independent Study should work more closely with other NUCEA divisions. (KC)

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The Status of Independent Study: 1990 and Beyond

Final Report of the
Task Force on the Status of the Division of Independent Study, NUCEA

January, 1990

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The Status of Independent Study: 1990 and Beyond

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I. Introduction

The vision with which correspondence education was introduced a century ago was that it was a powerful tool: It placed education within the reach of anyone, anywhere. It was a workman's tool -- correspondence education was never conceived as something to be greatly desired by the wealthy or highly valued by the scholarly elite. Chautauqua in a mailbox, its strength was its availability.

In the mid-1960's, Wedemeyer and others argued compellingly that new technologies brought new opportunities for independent learning. Correspondence instruction had combined an ancient technology (print) with the 19th century development of reliable public mail. Though still viable, traditional correspondence education became just one of the options for overcoming the constraints of time and place that typified conventional education.[1] A broader term was needed to describe the reality of the 60's, and in the process to distinguish college-based programs from proprietary programs. "Independent study" was selected. In 1968, the Division of Correspondence Study met at the National University Extension Association (now NUCEA) convention at Miami and selected the new title of the Division of Independent Study.

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[1] This position is paraphrased from discussion in C. A. Wedemeyer (1981), **Learning at the Back Door** (University of Wisconsin Press), pp. 50-52.

Today, the field is redefining itself. Though faithful to the original goals of bringing the university to the people and of overcoming restrictions of time and place, many are examining ways that these goals can be achieved as well or better by basing courses in electronic media or combinations of media, rather than basing them in print. Distance education has become a catchphrase for much that is being done in the field.

The force of the concept "distance education" is its implication in both popular and professional literature that it is the application of technology to education. Though some would argue that any distinction between independent study and distance education is contrived, this is the new conventional wisdom: The value of the place-bound structures of traditional education and the print-based practices of independent study is depreciating rapidly; as the capability and the imagination to use technology grows, the familiar paths to education are being permanently altered.

What is the meaning of this movement for our professional association? In the spring of 1989, Von Pittman, Chair of NUCEA's Division of Independent Study, created a Task Force on the Status of the Division. The charge was to determine the Division's present status and to project its future, to identify the organized forces that shape it, and to report the conclusions reached. He cited our potential needs -- to form new partnerships and alliances, to redefine

our areas of professional interest, and to broaden our activities and the emphasis we place on the use of electronic media.[2]

In this review we briefly examine the past, the present, and the probable future of American independent study. Our review has considered the historical position of correspondence study, the factors that support the concept of independent study, and the trends now favoring distance education as a broader and more viable construct. These issues have shaped our Division and will continue to shape it in the future, and, in one way or another, impact on every professional in our field.

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[2] To facilitate relations between the Division of Continuing Education and other organizations dealing with distance education, a listing of 38 influential organizations, institutions, and publishers is given in the Appendix. In compiling this list the Task Force sought to identify those with major impact on the American distance education scene. Thus, influential foreign organizations were listed while comparatively minor US organizations were not.

II. The Organizational Context of the Division

The National University Continuing Education Association is an organization of institutions. Its governance, its goals, and its activities are derived from relationships among member institutions, and between institutions and the national staff. It is not a professional membership organization in the sense of those serving individuals in academic disciplines.

Within NUCEA, the professional membership is organized into seven geographic regions, four councils (nominally, "areas of continuing higher education operation"), and twenty-three divisions (areas of specific professional interest). The divisions are the locus of most individual membership activity, though there is a range of intensity in the divisions that runs from the extremely active to the remarkably apathetic. The Division of Independent Study is arguably the most active professional membership unit of NUCEA.

The Division of Independent Study has long enjoyed a degree of monopoly in its operation, since alternative organizations that the members might join have focused on narrower aspects of the field (as adult education, international concerns, proprietary operations, use of specific media, etc.). This monopoly is challenged as distance education becomes the central focus of new membership organizations and a defined area of interest in established associations. In the

next ten years, it is reasonable to project the growth of alternative "professional homes" that our current or potential members will consider.

Within NUCEA, divisions are generally given titles that are reasonably precise in describing their focus. Thus, a legitimate motivation for replacing "correspondence study" with the term "independent study" in our Division's title was to avoid the implication of exclusive dependence on print media. Following this change, the universities of the nation mostly (though not entirely) cast off the title "correspondence" and adopted "independent study" somewhere in their departmental titles.

Both in NUCEA and at their home institutions, those referring to independent study are generally understood to refer to correspondence programs, and it is accepted that some programs routinely add to the educational effectiveness of their courses by incorporating non-print media. By common understanding if not the literal meaning of the phrase, many programs involving students who study independently are excluded from the concerns of the Division. It would appear odd to any informed individual, for example, if persons associated with an educational computer network linking dormitories with campus facilities were to select the NUCEA Division of Independent Study as their professional home.

It may be a unique characteristic of university-based independent study that it makes its professional home in an association of institutions. Other divisions of NUCEA are focused on fields that overlap the interests of professional membership organizations. This may account for the intensity of activity, the cohesiveness of the group, and the long-term membership of the Division of Independent Study. In contrast, some NUCEA divisions reasonably may be regarded by their members as little more than convenient meeting places for like-minded individuals during NUCEA meetings; they do not serve as primary professional associations, as does the Division of Independent Study.

In this unique strength and cohesiveness of independent study within NUCEA, there are numerous professional membership benefits. Among these benefits are specialized publications, quality-defining standards, recognition for excellence, exceptionally active committee work, and professional networking. There may also be hazards built into this organizational structure. Among the hazards are isolation from kindred professionals, overly narrow definition of task, and erosion of membership to organizations more clearly identified with applications of technology to education.

III. The Role of the Division of Independent Study

It has been our custom to make the case that independent study is a clearly identifiable subset of American education, its nontraditional approach being most noted for the physical separation of teacher and student. The challenges and opportunities inherent in this distinction have been a focus of our professional efforts: departments are organized and staffed for it, courses are painstakingly "produced" to accommodate for it, and the faculty role is structured by concern about feedback to students. Our students intuitively underscore this emphasis by placing highest value on individual responses by faculty and on the quality of course materials.

Around this shared need to address the unique aspects of a nontraditional environment, we have built our professional membership. Our concerns about assuring academic quality at a distance and of maintaining efficient and up-to-date operations form the basis of our meetings, our committee work, and our professional networking. The Division of Independent Study has become our professional home because we collectively perceive our roles as unique and our alternatives limited.

This is changing. We are no longer alone in our professional concerns. Now others in a range of distance education activities share our goals of quality, efficiency and currency.

There are impediments to simply expanding the Division and inviting our new colleagues to join us. The major impediment is that many who identify with distance education -- like many who identify with independent study -- also identify strongly with their current mission and often with a single technology. A second impediment is that many others in the most dynamic segments of distance education are restricted from joining us, since NUCEA is based on an association of collegiate institutions and not an association of kindred professionals. Before we ask ourselves what business we are in, we must first ask what institutions we are in.

In addition to other changes in process, there are signs of change in the role of distance education in American education. Traditional education has always been at the core of our institutions, while independent study has been at the periphery. Now, the widespread use of technology in support of education and the growing need for alternatives for part time adult students have brought increased acceptance of distance education. The public, the press, administrators and faculty have created new reservoirs of good will and new political and economic endorsement. As distance education

increasingly blends with the central mission of the institution, it offers new means to achieve traditionally valued ends.

Thus, the role of the Division of Independent Study may evolve as independent study programs blend, by plan or by happenstance, with technologically-driven distance education programs. As our perception of uniqueness is diminished, our model of professional participation also may change.

IV. Factors Favoring the Growth of Independent Study

Independent study is an effective method of instruction, and as it is practiced throughout America today it offers significant advantages. The course development process assures careful planning and complete topic coverage, and the process of instruction focuses on individual feedback and critique. Typically, all courses are open to enrollment at any time. Independent study overcomes constraints that the fixed schedules and fixed locations of conventional education place on formal education.

Though the events of classroom courses and independent study courses may differ, their goals overlap significantly. By paralleling the instructional outcomes and content of resident courses, and by working in concert with academic departments throughout the university, independent study assures appropriate and consistent subject matter coverage. And by placing emphasis on individual effort, independent study encourages the development of self motivation and autonomy in learning.

Neither independent study nor classroom courses have begun to tap the power of non-print media to contribute to education, though many promising starts have been made. It is certainly true that independent study has made great strides in media use in the past few

years; numerous programs are currently offering courses with audio, video, computer disk, or on-line computer components.

Thus, in the view of many knowledgeable professionals distinctions between independent study and distance education are artificial and involve false dichotomies. If distinctions must be made between those who identify with independent study and those who do not, the differences lie in two areas:

First, those in independent study feel free to reject all technological media. The pervasive feeling is that **none** of the new media **must** be used, but that any **may** be used if appropriate to the objective. Where constraints on selection exist, they do not grow out of an obligation to apply some medium to the exclusion of others but rather out of financial limitations or limitations in the skills and background of course developers.

Second, those in independent study assume all courses will include printed materials. Many leaders in the field believe that it is appropriate that virtually all courses in today's independent study programs are print-based.[3] Though other media often are used as supplements, few programs

[3] See V. V. Pittman (1987), The Persistence of Print: Correspondence Study and the New Media, **American Journal of Distance Education**, Vol. 1, No. 1, pp. 31-36. Also H. Markowitz (1988), The Next Twenty Years in American Independent Study, **Journal of Distance Education**, Vol III, No. 1, pp. 89-93.

> could fairly be said to have radically changed as a result of applying instructional technology. Independent study faculty and administrators would argue that the measure of the educated person is the ability to learn from reading and to express oneself in writing. They would add that the new media have been shown to be far less capable of transmitting the critical skills of a literate society than many of technology's advocates first imagined.

The standard against which all other learning is measured is the classroom, and in direct comparison independent study fares well. Independent study programs at universities tend to be well established and closely linked to classroom instruction. The Division of Independent Study recognizes achievement in this area through the presentation of course awards. These awards underscore the widespread acceptance of a common instructional model as well as the significance of the printed word in our professional environment. The values expressed in shared standards of excellence may be seen as one of independent study's great strengths.

In the future, continued expansion of the complementary use of non-print media is inevitable. Costs are diminishing, technological experience and skills of faculty and staff are increasing, and the availability of appropriate commercial materials is growing rapidly.

Distinctions between independent study and distance education will continue to erode, as will many of the distinctions between study on campus and by distance education.

Unresolved issues occur in the spread of technology-based courses in which faculty rarely or never interact with students. Two of these are particularly thorny: First, replacing faculty with faster and less costly technology may inappropriately transfer much of the responsibility for academic quality. And second, there is danger that someone will peddle academic credit, either by requiring much less of the distance student for equivalent credit or by essentially lending the name of an accredited institution to academic subcontractors. Though these unwelcome issues are rare in today's independent study environment, they must be guarded against in any major expansion of technological applications.

V. Factors Suggesting Distance Education's Greater Viability

Distance education has entered the vocabulary of educators worldwide. What we label as independent study would be called distance education in any other country. Certainly any generally accepted definition of distance education would include independent study activities as a subset of the larger field. Distinctions remain which, though minor, should concern us in the Division of Independent Study.

Useful insight into the rise of distance education, including independent study, is provided by the German educator Otto Peters. His position is that traditional education is in a sense a craft, rooted in an assumption of direct interaction; it is a vestige of our pre-industrial past.[4] Following this reasoning, distance education could be seen as a product of the industrial revolution -- with course production teams, business-like organizational structures, and comparatively easy integration of technology. Thus, in Peters' view conventional education and distance education are distinct endeavors, each with its own theoretical basis. Distance education is not a

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[4] Two sources are highly recommended for further detail: D. Keegan (1990), A Theory of Distance Education: From Peters to Peters. In M. G. Moore (Ed.), **Contemporary Issues in Distance Education in North America** (Pergamon Press). Also, D. Keegan (1986), **The Foundations of Distance Education** (Croom-Helm) pp. 80-90.

supplement to conventional education -- it is an identifiable area within the field of education.

Desmond Keegan, a well-known authority in the field and a former editor of the Australian journal **Distance Education**, tells us that distance education is characterized by five elements.[5] Paraphrased, these are:

- Separation of teacher and learner.
- Planning and preparation of materials under the influence of an educational organization.
- Use of technical media to unite teacher and learner.
- Provision for two-way communication.
- Absence of the learning group.

It is worth noting that using media to supplement traditional teaching does not constitute a form of distance education, even though the same media used in a different context might do so. Indeed, it

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[5] See D. Keegan (1986), **The Foundations of Distance Education** (Croom-Helm) p. 49. For the context of this and other definitions, see G. Rumble (1989), On Defining Distance Education, **American Journal of Distance Education**, vol. 3, no. 2, pp. 8-21.

would be consistent with Peters' analysis and with the views of many individuals in the field to point out that distance education is not an extension of the classroom as much as it is a liberation from the classroom.

If Peters is correct and the industrial revolution favors the growth of new structures within the field of education and Keegan is correct and a cluster of organizational and technical characteristics is implied in the education of distant students, then distance education is an enduring concept.

Independent study is a more limited concept, in some ways a combination of pre-industrial and industrial concepts, as we employ it in the Division of Independent Study in NUCEA. Our programs have deep roots in the missions and practices of traditional institutions, and our applications of technology have been largely as instructor-approved supplements to print-based courses. Offsetting this, some maintain that the trends toward centrally prepared course materials and the more substantive use of non-print media have already begun to reshape independent study in a more clearly industrial form.

A recent publication lists five trends that will strongly influence the future of distance education.[6]

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[6] See H. Markowitz, Jr. (1990), **Distance Education Staff Handbook** (University of Illinois).

First: Distance education is certain to find increasing application. Population growth, social and economic demands for options in higher education, and increased requirements for professional and occupational certification will fuel this expansion.

Second: Technology will offer more opportunities to supplement traditional media. As distance educators and classroom teachers increasingly adopt identical media supplements, differences between DE and traditional courses will become less distinct.

Third: Students will continue to be active in media use, relying less upon schools and teachers to present new information. Increasingly, students will enjoy both public and personal access to media (as educational TV, educational audio and video tapes, video disks, and instructional computer programs) that once would have been controlled by schools. The traditional dominance of the school as knowledge-broker already has begun to erode.

Fourth: The cost of education will continue to grow, in all formats. Competing options in education will have to demonstrate a competitive return on investment as well as comparative educational effectiveness. As a consequence,

accountability will become more central in decision making in both DE and traditional education.

Fifth: Professional staffing and professional management of distance education will expand in numbers and increase in depth of background knowledge. Applied research and specialized academic preparation will become more commonplace. The literature of the field will proliferate, and knowledge and application of it will grow.

Distance education has become a powerful concept -- broader, deeper, and more enduring than the pre-industrial, marginally technological concepts that preceded it. It is shaping our perception of educational reality. It will grow in the future, as trends already apparent clearly indicate.

VI. Conclusions and Recommendations

Our goal has been to find meaning in change, and to examine some of the forces and issues that are shaping the future of American independent study. In this section we cite two conclusions that lend context to our recommendations, then offer three recommendations that are intended to contribute to an agenda for the 1990's.

Conclusion One: There are both benefits and disadvantages for the independent study professional in NUCEA. On balance, the benefits greatly outweigh the hazards.

A strong and cohesive organization of independent study practitioners serves a well-defined need within the National University Continuing Education Association. It cannot, however, provide a niche for all distance education activities in the United States; the institutional nature of NUCEA precludes this role. Professional members of the Division of Independent Study will also become members of emergent distance education organizations; members who are active in other organizations can help assure communication with kindred professionals.

Conclusion Two: The increasing use of technology in education will force changes in both traditional education and independent study. The effect will be to blur some distinctions between study on and off campus, and to make all distinctions between independent study and distance education seem artificial. Independent study will benefit from the positive reception generally given to distance education.

Independent study -- the concept and the term -- is now and has been sufficiently broad to include media use. But in both popular speech and current professional literature the terms distance education and telecommunications connote an interactive focus and the immediacy of technological applications, which independent study does not. Distinctions both artificial and real have given rise to advocates and detractors on all sides, but increasing applications of technology will erode the positions of detractors and enhance popular acceptance of all nontraditional education.

Two forces shaping the future of higher education are increasing options through technology and increasing need for options for adults and part-time students. As the technology of education becomes more universally applied -- and less critically a factor in distinguishing education on campus or off -- discussion will focus more on the means of providing quality education to students and less on artificial constraints created by identification with a term or a medium. Specialized

professional staffing in continuing education, which will continue to grow, has had the effect of increasing the rate of change in the field.

Recommendation One: The Division of Independent Study and its member organizations should consider replacing "independent study" with "distance education" in organizational titles, to reflect commitment to achieving educational goals through non-print media. Members should adopt the term "distance education" in public information and marketing activities whenever the technological base of the activity under discussion is broader than correspondence study alone.

If independent study is to be perceived by others as a part of the distance education movement, and if it is to make the most of the positive public image that the concept of distance education enjoys, then it must take affirmative steps to project this image. Marketing and public information should stress the purpose and advantages of using instructional technology in conjunction with print-based courses, without implying deficiency in print-based courses that do not employ other media.

The theme of a century of contribution to American education will be foremost in our 1992 commemoration of the centennial of correspondence education. In addition to citing continuity of service, commemorative efforts should focus on communicating the

many ways in which today's independent study and distance education programs differ from correspondence programs that existed in decades past.

Recommendation Two: The Division of Independent Study should disseminate information to members on opportunities for using commercial supplements or leased courses involving non-print media, and it should be active in helping professional members to appropriately incorporate non-print media in their programs.

The existing organization of independent study professionals must be preserved, while expanding its membership and the scope of its activities. In addition to forming or contributing to a clearinghouse activity that would inform members of seminars and training opportunities, the Division should sponsor periodic programs on applications of instructional technology in independent study. Further, the Division should cooperate in the formation of a council of distance education organizations; dialogue could be strengthened and skills honed through shared conferences.[7] The Division should take affirmative steps in support of professional networking.

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[7] See the Appendix for a listing of distance education organizations.

Recommendation Three: The Division of Independent Study should explore the possibility of closer collaboration with other NUCEA divisions whose focus on distance education overlaps ours. Opportunities include the formation of joint committees and subcommittees, as well as cooperative research projects and studies. Activities should be selected and committees appointed based on the presumed value of the experience to the members involved.

Several divisions of NUCEA overlap our interest in distance education, including Educational Telecommunications, Certificate and Nontraditional Degree Programs, and Futures Study. All, presumably, acknowledge the broadening scope of their members' activities, and therefore cooperative efforts are apt to be valued. Professional communication and professional development -- the free exchange and joint exploration of ideas, values, and conclusions -- must be the heart of this effort.

Our goal in this paper has been to project some key aspects of the future of independent study. After examining its historical and organizational contexts, we reviewed the factors favoring its continued growth. We then cited trends favoring increasing application of technological media, and the viabilityy of the concept of distance education. Our conclusions and recommendations are meant to focus discussion, and to suggest changes which are appropriate to the changing environment of American independent Study.

Appendix:

Distance Education Organizations

The first section of this listing cites professional organizations in the US identified with distance education. Following that is a list of individual US institutions whose activities, such as publications or annual conferences, have national impact. Then, international professional organizations and institutions abroad are shown if through their activities or their publications they influence the US distance education scene. Finally, major distance education publishers are listed since through their involvement they also persuade and inform. "DE" is used here as an abbreviation for distance education.

Decisions to list were based solely on the perceived impact on the US scene. Accordingly, some foreign publications and associations were not included here since they do not yet influence American distance education activities in major ways.

I. Membership organizations in the US.

Association for Continuing Higher Education (ACHE). Dr. Lynn Penland, University of Evansville, 1800 Lincoln Ave, Evansville, IN 47722. Publisher of **The Journal of Continuing Higher Education** and the **Proceedings** of the annual meeting. Incorporates focus on applications of new technology, research on continuing higher education, etc.

Association for Media Based Continuing Education for Engineers (AMCEE). A consortium of 34 U.S. colleges of engineering. AMCEE acts as an agent for producers of college-based engineering courses on video, both credit and noncredit. Convenes an annual meeting and special topic professional meetings throughout the year.

Defense Activity for Non-Traditional Studies (DANTES). Pensacola, FL 32509-7400. Central agency serving all of the military services, providing information and tuition assistance for service members interested in independent study. **Publishes the DANTES Independent Study Catalog.**

International University Consortium (IUC). University of Maryland, University College, College Park, MD 20742. The IUC provides media-based courses to approximately 30 institutions; video courses dominate, but audio and computer-based courses also are offered.

National Home Study Council. 1601 18th St., NW, Washington, DC 20009. Accrediting agency and professional organization of approximately 130 proprietary and governmental home study programs, including degree programs. Publisher of **NHSC News** and **National Home Study Council Bulletin.**

National University Continuing Education Association., Suite 615, One Dupont Circle, Washington, DC 20036. NUCEA is the publisher of **Continuing Higher Education Review** and convenor of the **NUCEA Annual Conference.** Within NUCEA, the Division of Independent Study links about 150 professionals and about 75 independent study programs, publishes **American Independent Study** (edited at Brigham Young University, 206 Harmon, Provo, UT 84602), and cooperates with Peterson's Guides in publication of the **Guide to Independent Study.** The Division hosts periodic professional development conferences. Also within NUCEA, the Division of Educational Telecommunications links about 200 individuals with interest in this area.

National University Teleconference Network. 330 Student Union, Oklahoma State University Campus, Stillwater, OK 74078. NUTN is a consortium of over 100 postsecondary institutions which provides members with audio, video and computer conferences, training materials and activities and computer updates. NUTN also offers external groups a range of services related to teleconferencing.

North American Conference on Distance Education. Proposed regional ICDE organization, to incorporate worldwide cooperative efforts as well as Canadian-American dialogue. For information, contact Gary Miller of International University Consortium (301/985-7811), the US coordinator of the project. Cited in editorial in American Journal of Distance Education, Vol.3, No.1, p.2.

United States Distance Learning Association. PO Box 5129, San Ramon, CA, 94583. Organization founded in 1987 to promote the development and application of distance learning technologies to education and training. Areas of concern include public schools, higher education, continuing education, and corporate training. About 250 members in 1989.

II. US Institutions and Organizations With DE Activities.

Kansas State University. Continuing Education, 23 College Court Bldg., Manhattan, KS 66506. Convenor of annual conference on **Quality in Off-Campus Credit Programs.**

Oklahoma State University. Arts and Sciences Extension, 205 Life Sciences East, Stillwater, OK 74078. Convenor of annual conference on **Learning By Satellite.**

Pennsylvania State University. American Center for the Study of Distance Education, College of Education, University Park, PA 16802. Publisher of **The American Journal of Distance Education** and a monograph series, and convenor of conferences on DE.

Public Broadcasting Service (PBS). 1320 Braddock Place, Alexandria, VA 22314. Four services of PBS deal with distance education: (1) Adult Learning Service has provided college credit courses to about 1400 colleges and universities. About one-third of the current 30 courses were funded by the **Annenberg/CPB project.** (2) The recently-formed Adult Learning Satellite Service delivers direct TV broadcasts of college courses, lectures, conferences, and workshops. (3) Elementary/Secondary Service distributes K-12 programming, most of which is free; professional development for teachers is a newer service. (4) National Narrowcast Service offers work site training to businesses; other noncredit programming includes GED courses.

San Diego State University. Department of Educational Technology, College of Education, San Diego, CA 92182. Publisher of the **Journal of Educational Technology Systems.**

State University of New York (SUNY). The Regents External Degree Program has in fact evolved as an external degree option working with distance education programs throughout the US.

University of Alaska Southeast. Educational Technology Program, 11120 Glacier Highway, Juneau, Alaska 99801. Publisher of the computer-accessed **On-line Journal of Distance Education and Communication.**

University of Wisconsin. Continuing and Vocational Education, 225 North Mills St., Madison, WI 53706. Convenor of the annual **Conference on Teaching at a Distance.** Coordinator of the Annenberg/CPB programs in media assisted instruction.

III. Membership Organizations Outside the US.

Asociacion Iberoamericana de Education Superior a Distancia (AIESAD). Apartado de Correos 50487, Madrid, Spain. Publisher of **AIESAD Boletin.**

Association of European Correspondence Schools. Incorporates the former European Council for education by Correspondence and the European Home Study Council; about 70 institutional members. Publishes the semi-annual **Epistolodidaktika** (edited at NKI-skolen, Box 10, N-1321 Stabekk, Norway). Offers the international Diploma in Correspondence Education (AECS Diploma, 18 Ibstone Ave., Bradwell Common, Milton Keynes, MK13 8BD, United Kingdom).

Australian and South Pacific External Studies Association. Publisher of **ASPESA News** and **ASPESA Papers** (both at Distance Education Resource Centre, Mitchel College of Advanced Education, Bathurst, NSW 2795, Australia), and **Distance Education** (at Darling Downs Institute Press, Toowoomba, Queensland 4350, Australia).

Canadian Association for Distance Education. CADE Secretariat, 151 Slater, Ottawa, Ontario K1P 5N1, Canada. Publisher of **Communiqué** and **Journal of Distance Education.** Convenor of the annual **CADE/ACED Symposium.**

Council for Educational Technology of the United Kingdom. 3 Devonshire St., London, W1N 2BA, United Kingdom. Publisher of **CET News.**

International Council on Distance Education (ICDE). Publisher of the quarterly **ICDE Bulletin** (edited at Open University, Regional Academic Services, Walton Hall, Milton Keynes, MK7 6AA, United Kingdom), and **ICDE Women's International Network Newsletter** (edited at Ontario Institute for Studies in Education, 252 Bloor St., Toronto, Ontario, M5S 1V6, Canada). Convenor of the biennial **ICDE Conference.**

International Council for Educational Media. ICEM/CIME Secretariat, 29 rue d'Ulm, 75230 Paris, Cedex 05, France. Publisher of the quarterly journal **Educational Media International.**

UNESCO. United Nations Economic and Social Council, United Nations, NY, NY 10017. Sponsor or co-sponsor of numerous publications and conferences. Publisher of **Prospects: Quarterly Review of Education.**

IV. Foreign Institutions With Influential DE Activities.

Athabasca University. Centre for Distance Education, Box 10,000, Athabasca, ALBERTA, TOG 2RO Canada. Publisher of numerous research reports and papers, **Distance Education and Training Network Newsletter,** and **Research in Distance Education**

British Open University. Milton Keynes, MK7 6AA, United Kingdom. Numerous publications and conferences. Publisher of **Open Learning** (3 issues annually), and numerous papers and reports. (See cooperative projects under United Nations University.)

Deakin University. Institute of Distance Education, Victoria 3217, Australia. Publisher of **Open Campus.**

FernUniversität. PO Box 940, D-5800 Hagen, West Germany. Publisher of numerous authoritative books and reports. Noted for excellence in distance education research. Convenor of the annual **International Conference on Computer-Assisted Learning.**

International Extension College. Gwydir Street, Cambridge CB1 2LJ, England. Support and consulting agency in distance education, and home of two resource centers (one on the literature of distance education, the other on materials). Associated with National Extension College. Publisher of numerous books and reports, and (until recently discontinued) the periodical **About Distance Education**; publications report work in progress worldwide in correspondence, broadcasting, and other media. Now publishes **News About IEC.**

North East London Polytechnic. School for Independent Study, Holbrook Road, Plaistow, London E15 3EA, United Kingdom. Publisher of **INIS** (The International Newsletter of Independent Study). Convenor of conferences associated with distance education.

Sukhothai Thammathirat Open University. Pakkred, Nonthaburi 11120, Thailand. Site of the Regional Resource Center in Distance Education for Asia and the Pacific region. Publisher of **Never Too Far: A Newsletter for Distance Education**, in conjunction with UNESCO and the Asian Association of Open Universities.

The Training Agency. Moorfoot, Sheffield, S1 4PQ, United Kingdom. Incorporates open learning systems of England, Scotland, and Wales, including Open College and Open University. Publisher of **Spotlight: The Quarterly Magazine on Open and Flexible Learning.**

The United Nations University. Sponsor of the International Centre for Distance Learning (in association with the British Open University and the ICDE), located at The Open University, Milton Keynes, MK7 6AA, United Kingdom. The Documentation Centre publishes its **New Accessions List**, which includes a North American section.

V. Commercial Publishers Influencing Distance Education.

Croom Helm. Provident House, Burrell Row, Beckenham, Kent, BR3 1AT, United Kingdom. US representative at 51 Washington St., Dover, NH, 03820. Publisher of numerous books on distance education.

Educational Technology Publications, Inc. 720 Palisades Ave, Englewood Cliffs, NJ 07632. Publisher of **Educational Technology**

LiberHermods. 205 10 Malmo, Sweden. National Swedish correspondence program. Publisher of numerous books and research reports. Viveca Serder, Director.

Petersons' Guides. Princeton, NJ, 08543. Publisher (in cooperation with the Division of Independent Study, NUCEA) of the widely-used **Independent Study Catalog**, listing and indexing all courses offered by NUCEA institutions. Related publications on certificate programs, external degrees, etc.